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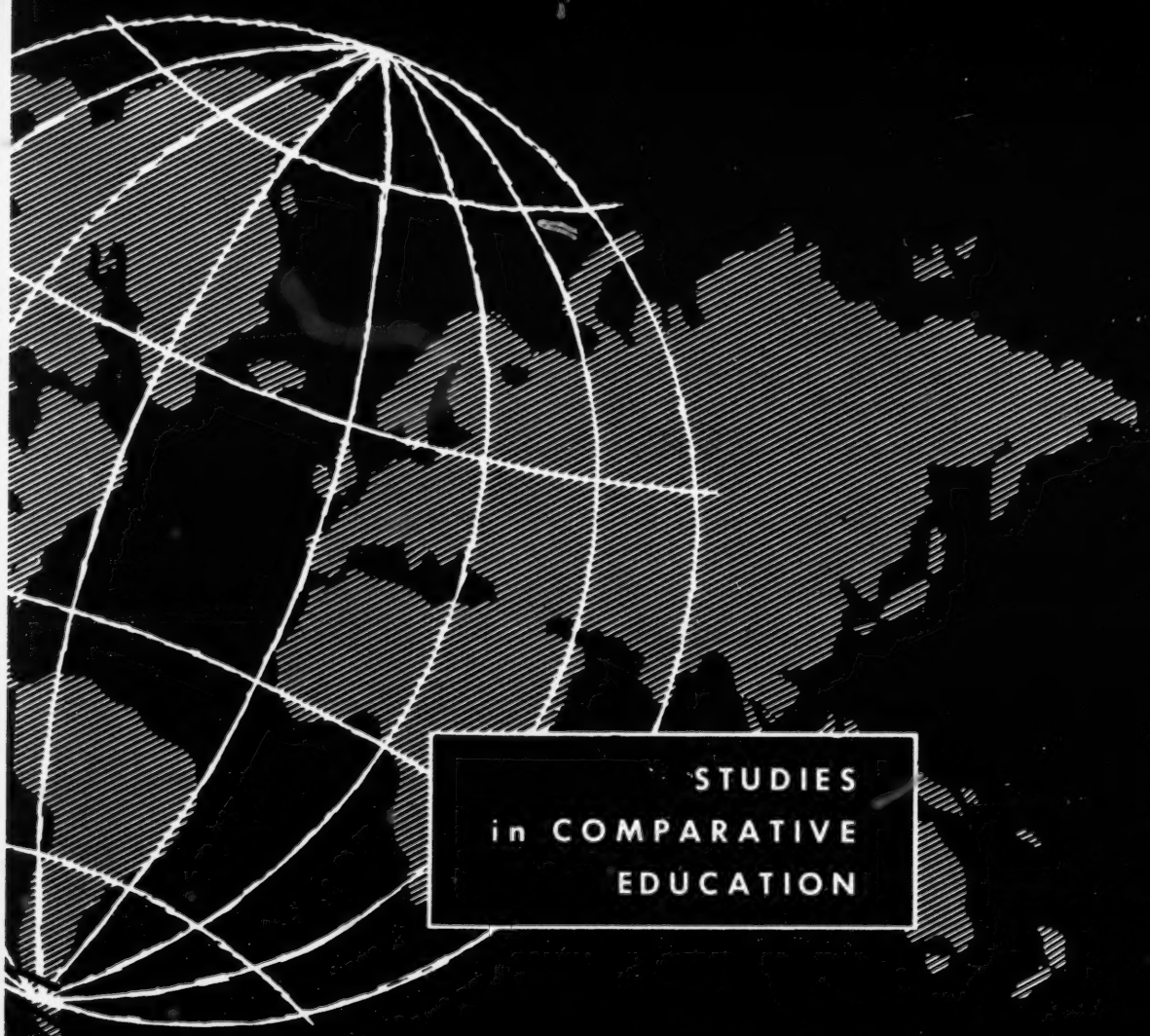
ABSTRACT

This overview of Chilean education from kindergarten to the university level is broken down into: 1) background and organizational structure; 2) brief descriptions of each level as well as of vocational, teacher, and adult education; 3) trends and developments; 4) a glossary of Spanish educational terms; and, 5) some statistics and descriptions concerning specific schools and universities in the country (the figures are for the year 1960). A selected bibliography is included. (CWB)

OE-14096

EDUCATION in CHILE



STUDIES in COMPARATIVE EDUCATION

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EDUCATION in CHILE

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Part I

Introduction

CHILE, the longest and narrowest country in the world, is 2,650 miles long and varies in width from 50 to 250 miles. Stretching from the tropics to Cape Horn, it is a land of extreme contrasts. About 90 percent of the inhabitants live in Middle Chile, between Coquimbo and Puerto Montt, where the major cities, the largest and richest farms, and the social life of the country are concentrated. In addition to the mainland, Chile has several islands, such as Easter Island and Juan Fernández Island in the South Pacific Ocean, better known as "Robinson Crusoe Island." Chile also claims a sector of Antarctica, where the Government has established scientific bases and weather stations.

Chile is divided into 25 provinces, which in turn are subdivided into departments, comprising one or more municipal districts. Santiago, the capital, is the political, economic, and cultural center of the Republic.

Although Chile won its independence in the early 19th century, the first national constitution was not approved until 1833. Revised in 1925, it provided for a republican form of government with legislative, executive, and judicial branches. The president is elected for a 6-year term by direct vote. The national congress, composed of a senate and a chamber of deputies, is also elected by direct vote. Members of the former serve 8 years and of the latter, 4 years.

Chile was one of the first Latin American republics to achieve political democracy. In all aspects of its cultural, educational, and philosophical life, Chile has been influenced by Spanish tradition, reinforced by French and Italian influences. Particularly in the heavily populated central region the people are much like Europeans of the Western Mediterranean in customs, outlook, and traditions. Even the climate and the agriculture of this region are similar to the climate and agriculture of that section of Europe. But the Chilean population also includes the descendants of settlers of English, Irish, Scottish, and German origin. The last named group is concentrated largely in southern Chile.

The people of Chile may be described as racially heterogeneous but linguistically homogeneous. Approximately 5 percent of the total

population are Araucanians, or pure-blooded Indians; and the Caucasian (white) population of Spanish, Italian, German, English, Irish, and Scottish descent who remain racially unmixed, constitute about 30 percent. The remaining 65 percent are *mestizos*, a mixture of Indian and Caucasian strains. Spanish is the language of 95 percent of the inhabitants and is spoken as a second language by many of the Indians and the European immigrants.

Although the country is predominantly Catholic, the Constitution provides for freedom of worship and an atmosphere of religious tolerance prevails.

According to preliminary figures issued by the *Dirección de Estadística y Censos* (Bureau of Statistics and Census) from the official census taken in 1960, the population of Chile was 7,339,546. The density of population for the country is 27 persons per square mile; the highest concentration is in Santiago province, where 30 percent of the population live. The north and extreme south of the country are sparsely populated.

In terms of commercial production and political importance, Chile is included among the big three, or "ABC" countries of Latin America: Argentina, Brazil, and Chile. It is predominantly a mineral-producing country, with copper and nitrates comprising from 50 to 80 percent of its exports. Farming, mining, and a growing manufacturing industry provide the livelihood for the majority of the population.

Chile is also one of the leading Latin American countries in the field of social legislation. In 1924 it pioneered in establishing the first social security system of Latin America.

Development

As in all other Latin American countries, education in Chile during the colonial period followed the Spanish system. The educational movement started during the 17th century, when the Spanish crown ordered free schools to be opened in its American colonies. The number of schools was small, however, and reading, writing, arithmetic, and religion were the only subjects taught. By the middle of the 17th century, with the arrival of various religious orders, a few Latin grammar schools comparable to those existing in contemporary Spain sprang up in connection with churches and convents. No major distinction existed between elementary and secondary education.

In 1595, the Dominican Order founded the Pontifical University of San Miguel at Santiago. The establishment in 1749 of the University of San Felipe at Santiago also furthered higher education in the colony. As a result of the Chilean independent movement, the

National Congress of 1811 established the basis for educational reform and in 1813 the *Instituto Nacional* (National Institute) was established to offer instruction of an elementary nature and instruction in industrial trades.

The Constitution of 1833 declared public education to be the responsibility of the State. Under the Law of 1842, Chile became the first Latin American republic to establish a system of public education, and in the same year it also became the first to have a national normal school. That school was founded under the direction of the distinguished Argentine scholar and statesman, Domingo Faustino Sarmiento.

With the founding of the University of Chile in 1842, the two earlier universities ceased to exist, and all instruction at the university level was placed under the direction and control of the new institution. The old *Instituto* then became a secondary school for boys.

The Organic Law of 1860 made elementary education free and provided for establishing additional secondary and normal schools.

In 1877, Chile became the first Latin American country to pass a law admitting women to higher education and permitting them to practice the liberal professions.

By 1900, the University of Chile was reorganized and expanded, secondary schools were opened to girls, and technical education had begun in the schools of arts and trades. In 1920 education became free and compulsory for all children between the ages of 7 to 13, or until completion of the fourth year of elementary schooling.

Chilean educational missions began to go abroad in increasing numbers at the beginning of the 20th century. They went for training to Belgium, France, Germany, Switzerland, and the United States. In education, Chile has given technical assistance to a number of governments, including those of Bolivia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Honduras, Panama, Paraguay, and Venezuela.

Administration and Finance

Chilean education at all levels is highly centralized. Through various directorates the Ministry of Public Education controls, supervises, and administers the Nation's educational system. The Ministry controls all funds for support and development of the school system, construction of school buildings, and purchase of textbooks and equipment. The Ministry prescribes the curricula and courses of study; establishes experimental institutions; and considers proposals for improving elementary, normal, secondary, vocational, and special

education. It also exercises control over the training, certification, appointment, promotion, assignment, and dismissal of teachers and school administrators. The Superintendent of Public Education, who is the executive officer of the Ministry of Public Education, coordinates, directs, and supervises public and private education.

In accordance with provisions of the Constitution which guarantee freedom of education, private education for preprimary to university level exists alongside public education. The Superintendent of Education is responsible for ensuring that private education is conducted in accordance with the aims and interests of the Nation. Private organizations are free to establish and administer their own schools, but they are required by law to conform to national standards set by the Ministry of Education.

Public education is financed mainly by the central government, although funds are also derived from municipalities, private sources, taxes, various school fees, donations, and other sources. Tuition and books in the elementary schools are free.

The State, through the Ministry of Education, also makes grants to private schools. Under a law passed in 1951,[1] private primary, secondary, and technical-vocational schools providing free education are entitled upon request to an annual subvention per pupil equivalent to 50 percent of the annual cost of maintaining a pupil in the corresponding State schools. Fee-paying private secondary schools are entitled to an annual grant equivalent to 25 percent of the average cost per pupil in a State secondary school.

The following tabulation indicates the percent of the total national budget expended on education for 1955 through 1961:

Year	*Percent*	*Year*	*Percent*
1955	10. 95	1959	19. 76
1956	17. 52	1960	14. 34
1957	18. 38	1961	21. 09
1958	17. 59		

Although education's share of the total budget declined in 1960, there was an increase of 34 percent over the percent in the previous year in absolute amount devoted to education. In 1961, education's share of the total national budget reached the highest point in the Nation's history.

As to national *income*, the percent devoted to education from 1957 to 1961 is estimated as follows:

Year	*Percent*	*Year*	*Percent*
1957	2. 4	1960	2. 7
1958	2. 5	1961	3. 5
1959	2. 3		

[1] Law No. 9864, January 25, 1951.

Part II

Preprimary Education

PRESCHOOL EDUCATION is provided for children from 3 to 6 years of age in *jardines infantiles* (kindergartens), which are generally adjuncts of the elementary schools. Although instruction is left to the discretion of the teaching staff, features from Decroly, Froebel, Montessori, and the North American educational systems are usually adopted. The program includes hygiene, social habits, safety precautions, games, dancing, handwork, oral expression, drawing, music, and singing.

According to 1960 statistics provided by the Superintendent of Education, there were 125 public and 597 private kindergartens in the country, with a total enrollment of 27,425 children.

Elementary Education

The 1920 Law of Elementary Education as amended in 1929 established the principle of compulsory education for children between the ages of 7 and 15, or until completion of the sixth year of school. Lack of school and transportation facilities, however, together with economic, geographic, and demographic factors, contributes to Chile's difficulties in enforcing elementary school attendance.

The school year in both urban and rural localities begins in March and ends in December, and classes are held five and one-half days a week in the former and five days in the latter. In both localities winter vacation extends from July 15 to August 1 and summer vacation from December 24 to March 1.

The total school-age population (7-14 years) for 1960 was estimated by the Government as 1,410,900.

The following tabulation shows elementary school enrollment for 1958 through 1960:

Type of school	*Year*		
	1958	*1959*	*1960*
Total	1, 095, 409	1, 143, 904	1, 162, 029
Public	752, 275	774, 252	804, 788
Private	343, 134	369, 652	357, 241

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Usually called *colegios primarios*, Chilean elementary schools are classified by the Ministry of Education as first, second, and third class. The classification criterion is the number of years of education offered. First-class schools offer 3 "grades" of 2 years each—a 6-year program, to which a vocational "grade" of 1 to 3 years may be added; second-class schools offer 2 "grades"—a 4-year program; and third-class schools, 1 "grade"—a 2- or 3-year program. The purpose of the vocational "grade" in first-class schools is to teach pupils the rudiments of a trade and prepare them for the transition from school to industry.

Pupils who complete the full 6 years receive a *certificado de estudios primarios* (certificate of elementary school studies).

Elementary schools may be attached to *liceos* (secondary schools). These attached schools, which previously offered only the last 4 years of the elementary course, now offer the full 6 years. Elementary schools may also be attached to normal schools as *escuelas de aplicación* (practice schools) and in 1960 there were 14 such practice schools.

Rural

Before 1881, Chilean rural schools held morning sessions for girls only and afternoon sessions for boys only. These schools then became coeducational and were established in communities having 300 to 600 school-age children. Today, 100 school-age children in a community is the criterion for establishing an elementary school.

Attendance is legally required only through the fourth year of schooling if the area does not provide a full 6-year elementary school. Since facilities are lacking, however, in many rural areas, most elementary schools there offer only a 3-year curriculum.

Usually, rural schools are the one-teacher type. In 1960 this type had 1,141 teachers and 52,676 pupils. The trend, however, is to reduce the number of one-teacher schools and replace them with schools having more than one teacher and offering the complete 6-year program.

When a pupil completes 3, 4, or 6 years of rural schooling, as the case may be, he can transfer to an *escuela granja* (farm school), of which Chile has 20, and which lasts for 6 years. During the first 3 years, this farm school program parallels that of urban elementary schools, and for the last 3 years it is adapted to the needs and interests of the rural children, who receive the certificate of *granjero* (farmer) when they complete the full 6 years. The farm schools maintain extensive farm areas for practical work in agriculture.

Special Schools

In addition to the regular elementary school, Chile maintains the following special schools:

Escuela consolidada, centralizada, o unificada.—A consolidated, centralized, or unified school may offer preprimary and primary schooling and the first cycle (3 years) of the secondary and the vocational schools. In 1960 the total was two consolidated, eight centralized, and one unified.

Escuela especial.—A school for special education enrolls physically, mentally, or socially handicapped children. About 600 such children are enrolled in five schools of this type, three of them in Santiago. The law does not prescribe compulsory schooling for any of these children.

According to a UNESCO report on special education published in 1960,[1] there were approximately 90,000 educable mentally deficient children in Chile, of whom between 65 and 70 percent were attending regular schools, about 30 percent no school, and a little over 1 percent special schools.

Escuela experimental.—An experimental school, this type serves as a laboratory for new methods, curricula, and syllabuses adapted to the needs of the locality where the school is established. The first *escuelas experimentales* were set up in 1927 to improve elementary education and to organize and conduct investigations and experiments. By 1960 there were 10.

Escuela hogar.—A boarding school, the *escuela hogar* offers for needy children in the cities a 6-year program of free general elementary education that includes vocational and technical training. In 1960, 45 schools of this type were distributed throughout the country.

Escuela normal experimental.—Founded in 1960, this experimental normal school in Osorno, under the control of *Universidad Austral de Chile*, offers a 2-year program beyond the level of the secondary school certificate.

Escuela técnica elemental.—An elementary vocational or continuation school, the *escuela técnica elemental*, may function independently or may be attached to a regular elementary school. It complements the 6-year elementary school program with technical or vocational training, constituting a fourth "grade" and thus adding 3 additional years to that program.

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[1] *Organization of Special Education for Mentally Deficient Children*, p. 105. (For bibliographical details see part V of the present publication.)

Secondary Education

The Directorate-General of Secondary Education, under the Ministry of Public Education, is responsible for the administration and supervision of all *liceos* (secondary schools), *escuelas primarias anexas* (adjunct elementary schools),[2] secondary school programs in *escuelas consolidadas* (consolidated schools), and *colegios privados* (private secondary schools).

A *liceo* may be *común* or *clásico* (general or classical), *renovado* (reformed), or *experimental* (experimental).

The *liceo común*, or general secondary school, offers 6 years of humanistic and scientific subjects in a compulsory basic general course (*plan común*), which includes during the entire 6 years one hour weekly of counseling or guidance (*consejo de curso*) and during the third year 3 hours weekly of electives (*plan variable*). Pupils who are not going on to higher education must have part of these electives in prevocational orientation. Pupils who do plan to go into higher education take during their sixth year 18 extra hours weekly in certain specialized courses (*plan diferenciado*).

The 1946 *Plan de la Renovación Gradual de la Educación Secundaria* (Plan for Gradual Reform of Secondary Education) provided that *liceos experimentales* (experimental *liceos*) would be established gradually until the whole secondary school system was reformed. Thus, the experimental *liceo* serves as a laboratory for new curricula, syllabuses, and the like, to be used in the reformed *liceo*.

The *liceo renovado* (reformed *liceo*) is a modern type of secondary school having a curriculum similar to but more flexible than the curriculum of the general secondary school. It devotes more time to the variable and specialization plans and to educational guidance and social activities.

For admission to a *liceo* or *colegio*, a pupil must be at least 11 and not over 15 years of age, must have satisfactorily completed the regular elementary school program, and must have passed an entrance examination. A pupil over 16 years of age may enter a night school, which follows the same program, content, and syllabuses as the day school.

Public secondary education, provided in full- and part-time schools, was free until 1925, when a small annual fee for registration was established. Needy students are exempt from this fee.

At the end of each year of the *liceo*, the pupil receives a promotion certificate and at the end of the sixth year, after passing final examinations, he receives a *licencia secundaria* (secondary school certificate), which is required for those wishing to take the *bachillerato en*

[2] Attached to *liceos*.

Table 1.—Number of hours a week, per subject, in the 6-year general secondary schools, by year: 1960 [1]

[— indicates course not offered]

Basic general course (*Plan Común*)	Year					
	First	Second	Third	Fourth	Fifth	Sixth
Total	**31**	**34**	**37**	**36**	**36**	**19**
Chemistry	—	—	—	3	3	—
Civics	—	—	—	—	2	2
English or German	4	4	4	3	3	3
French, Italian, Latin, or Portuguese	—	4	3	3	4	3
History and geography	3	3	3	4	3	2
Mathematics	5	4	4	3	3	—
Music	2	2	2	1	1	1
Natural science	3	3	3	3	3	—
Philosophy	—	—	—	—	3	3
Physical education	3	3	3	2	2	2
Physics	—	—	—	3	3	—
Religious instruction	1	1	1	—	—	—
Spanish	5	5	4	4	3	—
Visual arts	2	2	2	2	2	2
Course counseling (*consejo de curso*)	1	1	1	1	1	1
Electives (*plan variable*)	—	—	3	—	—	—

Specialization [2] (*Plan Diferenciado*)	SIXTH YEAR ONLY	
	Arts course	Science course
Total	**18**	**18**
Biology and chemistry	3	1
Chemistry	—	3
History and geography	6	2
Mathematics	—	3
Mathematics and physics	3	—
Natural science	—	4
Physics	—	3
Spanish	6	3

[1] In effect since 1955.
[2] The subjects listed here for the sixth year are in addition to those listed for the sixth year under the basic general course.

SOURCE OF DATA: UNESCO. *World Survey of Education—III: Secondary Education.* Paris: The Organization, 1961. p. 350.

humanidades examinations, given to determine admission to a university.

The programs and syllabuses, identical for all Chilean secondary schools, are issued under decree by the Ministry of Public Education. The grading system is also the same for all schools. In 1959, a new examination and promotion grading scale for secondary schools was approved:

1=*muy malo* (very poor)
2=*malo* (poor)
3=*menos que regular* (less than average)
4=*suficiente* (passing) [3]
5=*más que regular* (above average)
6=*bueno* (good)
7=*muy bueno* (very good)

[3] Before 1959, "3" was the passing grade.

The secondary school year, having a 6-day week and adding up to 175 school days, runs from March to November. A winter vacation of 2 or 3 weeks occurs in July, and in September 1 week is granted to celebrate the national holiday.

According to statistics published by the Documentation Center, Institute of Education, University of Chile, the secondary school population in Chile increased in 1960 by 6 percent. In 1959 the enrollment in public and private secondary schools was 163,712 and in 1960 it was 184,029. The number of establishments also increased from 463 to 615.

Private Education

Under the provisions of the education law, private education from preprimary to secondary school level is to be conducted in accordance with the interests and aims of the Nation. Private schools must comply with the compulsory education regulations and must meet certain standards for safety, sanitary facilities, appropriate equipment, and teaching aids, materials, and facilities such as textbooks, other instructional materials, laboratories, and libraries. All private schools are under the Ministry of Education's supervision and must use the official programs and syllabuses prescribed for public schools. Private secondary schools must present their students for examination before official boards and must conform to official standards regarding grading, examinations, and promotion.

Vocational Education

Vocational education, under the Directorate-General of Agricultural, Commercial, and Technical Education, Ministry of Public Education, provides training in continuation elementary schools, furnishes opportunities for vocational training at the secondary level, and furthers specialization at the higher technical level.

Vocational secondary education, provided in commercial institutes, industrial and technical schools, agricultural institutes, and special vocational schools, is free to all students at least 12 years of age and not over 17. To be admitted, students must have completed the regular 6-year elementary school program, must possess a health certificate, and must pass an entrance examination. Students already enrolled in a general secondary school who wish to transfer to a vocational school have an opportunity to take preparatory and special programs.

In addition to public secondary vocational schools, Chile also has many full-time and part-time private ones, which may or may not follow the official programs and syllabuses prescribed for the public schools.

The following tabulation shows the 1960 enrollment in vocational schools:[4]

Type of school	*Total*	*Public*	*Private*
Total	57, 653	38, 361	19, 292
Commercial institutes	28, 654	17, 855	10, 799
Industrial institutes	14, 893	11, 438	3, 455
Agricultural schools	2, 542	1, 319	1, 223
Technical schools for girls	11, 564	7, 749	3, 815

The training of vocational students in institutes and schools is described under each type of institution in the paragraphs that follow.

Institutos Comerciales

Through a 7-year program divided into three cycles or "grades" of 2, 3, and 2 years, respectively, the *institutos comerciales* train technicians for various business fields, awarding a certificate or diploma as follows:

Student completes—	*Institute confers—*
First cycle (2 years) plus specialized 1-year terminal course of practical studies.	Certificate of *auxiliar* (aide) in clerical, business, or sales work.
Second cycle (3 years)	*Diploma de estudios de comercio* (diploma of business studies).
Third cycle (2 years)	Diploma of *contador* (bookkeeper), *secretario administrativo* (administrative secretary), or *agente comercial y viajante* (business representative and traveling salesman)—depending upon course specialization.

In addition to general education subjects, history, mathematics, physical education, and science, bookkeeping, business correspondence, business practice, and typewriting are included in the first cycle; the second cycle includes fiscal law, foreign trade, merchandising, and statistics. Although the third cycle includes general vocational subjects, most of the time is devoted to training and practice in the chosen speciality.

A graduate of the full program may take the *bachillerato* examination

[4] Not included are 11,727 students enrolled in evening courses.

in economics for admission to the School of Economics and Commerce, University of Chile.

Escuelas Industriales

Through a 5-year program divided into two cycles lasting 2 and 3 years, respectively, the *escuelas industriales* give training for industrial occupations and trades. At the end of the first cycle, a pupil may take a 1-year terminal-occupation course for a certificate in an *oficio* (trade); and at the end of the second cycle (plus at least one additional year of practical work experience), a *certificado de oficio de la enseñanza industrial* (certificate in industrial education) in his specialty. The specialties include agricultural, industrial, and technical mechanics; cabinet-making; metal or glass casting; molding; plumbing; shipbuilding; tailoring; and weaving.

Also included are such courses as freehand and technical drawing, health and safety in industry, theoretical and practical workshop instruction in the pupil's speciality, social legislation, and technology of materials.

A graduate of the full program may take the *bachillerato* examination in either industrial or general education, which will enable him to pursue a 3-year program at the *Universidad Técnica del Estado* (State Technical University) for the title of *técnico industrial* (industrial technician) in various fields.

Escuelas Técnicas Femeninas

A 5-year program of two cycles (one of 2 years, the other of 3 years) is given by the *escuelas técnicas femeninas* (technical schools for girls). After completing the first cycle, a pupil may take a 1-year specialization course to receive the certificate of *auxiliar de taller* (shop aide) in dressmaking, flower-making, hair dressing, machine-weaving, millinery, tailoring, or upholstering. A pupil who completes the second cycle, or last 3 years of the program, may receive the diploma of *jefa de taller* (shop forewoman) in her chosen speciality.

As in other vocational schools, the program in the technical schools for girls includes both general and technical subjects. A graduate may enroll in training courses for vocational school teachers at the *Escuela Técnica Femenina Superior de Alta Costura* (Higher Technical School of Dressmaking for Girls). Or she may take preuniversity courses arranged by the *Instituto Técnico Pedagógico* (Technical Pedagogical Institute) leading to the title of *profesora de estado* (State school teacher) in a given specialty.

Escuelas de Agricultura

Agricultural workers and technicians are trained in *escuelas de agricultura* (agricultural schools) through a 7-year program divided into three cycles of 2, 2, and 3 years successively. A pupil who completes the first cycle may take 1 year of terminal study to receive a certificate of *auxiliar de campo* (farm aide) in one of the practical aspects of farming. If he completes the second cycle, he may take a terminal year of specialization to receive a certificate of *práctico agrícola* (skilled farmer) in agricultural mechanics, cattle raising, dairying, and wine-making. If a pupil completes the third cycle he receives the diploma of *técnico agrícola* (agricultural technician) in his specialty.

First-cycle subjects are those of general education plus bookkeeping, general agriculture, horticulture and gardening, poultry raising, and practical work. The second cycle includes agricultural machinery, cattle breeding and feeding, cattle diseases, fruit growing, and wine making. The third cycle gives intensive training in the theory and practice of farming, designed to prepare directly for an occupation, and not intended to prepare for advanced study.

Other Specialized Vocational Schools

Among other specialized vocational schools located throughout the country are the following:

The *Escuela Experimental de Educación Artística* (Experimental School of Art Education) offers a 3-year program for a certificate in plastic arts and music to students who have completed elementary school plus the first 3 years of secondary school.

The *escuelas de minas* (mining schools), located in various cities, offer 4-year programs beyond the first 3 years of secondary education for a certificate of *mecánico de minas* (mining mechanic) or *técnico de minas* (mining technician).

The *Escuela Industrial de Pesca* (Industrial School of Fishery) offers a 3-year program based on 5 or 6 years of elementary education to prepare skilled workmen for the fishing industry.

The *escuelas de telegrafistas* (schools for telegraphers) offer a 1-year program to train operators for the State telegraph service. Applicants for admission must have completed the first 3 years of secondary education.

The *Escuela Nacional de Costura* (National School for Dressmaking) offers technical courses of varying lengths for girls beyond the 6-year elementary program.

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Teacher Education

In 1960, 20 public and private normal schools scattered throughout the Chilean provinces provided training for students who planned to become teachers. These schools are for women only, for men only, or for both (coeducational). Tuition is free in the public normal schools, and the Government awards board-and-room scholarships for use at those schools in order to encourage young men and women to enter the teaching profession.

An *escuela de aplicación* (practice teaching school) for practice and demonstration purposes is attached to each normal school.

According to Ministry of Public Education Decree No. 21 dated January 7, 1959, private normal schools must conform to the regulations prescribed for public normal schools in order to confer government-recognized titles and certificates.

The following tabulation [5] indicates that public normal school enrollment declined noticeably from 1958 to 1960, while enrollment in the private ones more than doubled:

Normal school	*1958*	*1959*	*1960*
Total	6,850	6,371	6,653
Public	6,435	5,866	5,763
Private	415	485	890

The training of students who will teach in Chilean preprimary, elementary, secondary, vocational, and normal schools; and of students who will teach physical education, home economics, fine and applied arts, and music is described in the paragraphs that follow.

Preprimary

Students planning to teach at the preprimary (kindergarten) level, are trained in normal schools, where they take the regular 6-year program and, in addition, special courses (music, singing, drawing). When they complete their training, they receive the title of *profesora de educación parvularia* (preschool teacher). Or, after the regular 6-year secondary school program, they may take their training through a 3-year program at the *Escuela de Educadoras de Párvulos* (School for Preschool Teachers) attached to the University of Chile. In this case they receive the title of *educadora de párvulos* (preschool teacher).

[5] *Año Pedagógico, 1960*, p. 23. (For bibliographical details see part V.)

Elementary

Urban and rural elementary school teachers are trained in *escuelas normales* (teacher-training schools) which are secondary-level institutions. Applicants must be no younger than 13 and no older than 16, and they may enter directly after having completed elementary school (after having received the certificate of elementary school studies). Or, they may enter after having completed 1 or 2 years of the *liceo*, in which case, of course, they do not hold the secondary school certificate. In either case, they must pass an entrance examination.

The normal school program is divided into two cycles, characterized as follows:

> *First cycle.*—4 years of general education in art, child care, drawing, domestic economy, foreign languages, mathematics, modeling, music, physical education, psychology, science, social studies, Spanish language and literature.
>
> *Second cycle.*—2 years of teacher-training subjects such as educational science, philosophy and history of education, principles of education, school administration and organization, teaching methods. For students who will teach in rural schools, subjects also include those related to agriculture, industries, and trades. Practice teaching is provided, as are optional or supplementary activities.

Normal school students may specialize in adult education, art, home economics, kindergarten, language, music, or physical education. At graduation, they receive the certificate of *licenciado normalista* (normal school graduate). This certificate is awarded on a *deferred* basis to persons who have entered the normal school's fifth year from a *liceo* with the *liceo* certificate, have completed the required normal school subjects, and have taught successfully for 2 years.

The formal education of elementary teachers does not necessarily stop once they have started to teach. They have opportunities while in service to take summer courses and also after-school courses during the academic year. An important source of these opportunities is the *Escuela Normal Superior "José Alberto Nuñez"* (José Alberto Nuñez Higher Normal School), established in 1933, which in addition to functioning as a regular normal school with a summer session, also functions as one which offers 4-month, after-school courses in drawing, handicrafts, physical education, rural school techniques, and the like, to teachers selected for inservice training by the Normal Education Section of the Ministry of Education. This school also offers after-school and summer courses for elementary school principals (*directores*) and elementary practice school teachers (*profesores guías*).

Secondary

Teachers for academic secondary school subjects are prepared at the *Instituto de Educación* of the University of Chile,[6] other schools and institutes of that university, and schools of education of other universities. Applicants for admission to these institutions must hold either the *bachillerato* or the *maestro normal* diploma.

Training lasts 5 years. During the final 2 years students specialize in one or more subjects and they have 3 months of practice teaching. When they graduate they receive the title of *profesor de estado* (State teacher).

Professional men—engineers, lawyers, physicians—may also teach in the secondary school. They are usually engaged on a part-time basis to teach certain subjects more or less related to their own specialties. For example, physicians often teach biology and engineers drawing or shop.

Although the public *liceos* require full-time teachers to have a professional education degree, this requirement is not strictly enforced for these schools, and for the *colegios* (private secondary schools) there is no specific corresponding requirement. Over 50 percent of Chile's *liceo* teachers, however, are qualified and certified.

In order to qualify for teaching fine or applied arts, home economics, music, or physical education, a student (who must possess the *bachillerato*) needs to take only 4 years of training in contrast to the 5 years of training required to teach regular academic subjects. Such 4-year training programs, also leading to the title of *profesor de estado*, are offered at the following institutions:

Conservatorio Nacional de Música (National Conservatory of Music)
Escuela de Artes Aplicadas (School of Applied Arts)
Escuela de Bellas Artes (School of Fine Arts)
Instituto de Educación Física (Institute of Physical Education).[7]

Vocational

A fully trained vocational school teacher holds a certificate or degree in his specialty from the *Instituto Pedagógico Técnico* (Pedagogical Technical Institute) attached to the *Universidad Técnica del Estado* (State Technical University). Created in 1944 as a special university-level institution to train teachers for technical and vocational schools and having "annexed" to it a secondary-level commercial institute and a technical school for girls, this *Instituto* admits

[6] See next main section, Higher Education.
[7] Also trains home economics teachers.

normal, secondary, and vocational graduates. The entrance examination, at the *bachillerato* level, occurs the first week of March. The degree programs extend for 4 years, while the certificate programs for technicians and for industrial and mining engineers extend 2 years and 1 year, respectively.

Normal School

Teachers for Chile's 20 normal schools are all trained at the *Instituto Pedagógico* (Pedagogical Institute) of the University of Chile, from which they receive the title *profesor de estado* (State teacher).

Special Schools

Seven special schools offer particular programs, some of which are at the higher education level.

Escuela de Aviación (School of Aviation) trains pilots of the Chilean Air Force in 3-year courses leading to the rank of second lieutenant and the title of *piloto de guerra* (war pilot). Candidates for admission must be 18 to 20 years of age and must have completed the 6-year secondary school program. A 3-year program for Air Force mechanics leading to the grade of second-class corporal is offered in a lower school for those applicants who have completed at least 3 years of secondary school or the equivalent.

Escuela de Carabineros [State] (Police School) offers 2-year programs combining general and specialized education for State police officers. Candidates must be unmarried, between 19 and 23 years old, and have completed the 6-year secondary school program.

Escuelas del Servicio Nacional de Salud (National Health Service Schools) under the Ministry of Labor and Health have 3-year programs beyond the secondary school for a dietitian, laboratory technician, or nurse diploma.

Escuela de Servicio Social "Dr. Alejandro del Río" (Dr. Alejandro del Río School of Social Service), Santiago, founded in 1925 under the National Health Service, was Latin America's first social service school. It offers a 4-year program for the title of *asistente social* (social worker), to holders of the *bachillerato* diploma,[8] who must be between 17 and 35 years of age. Chile has seven other schools of social service with similar entrance requirements, programs, and

[8] Before 1956, the *bachillerato* was not required for admission to the 2- or 3-year program then offered by the school.

completion certificates: one in Antofagasta, one in Concepción, three in Santiago, and two in Valparaíso.

Escuela de Técnicos Laborantes (School of Laboratory Technicians), founded in 1960 under the direction of Austral University, provides 3-year courses beyond the *bachillerato* for a certificate in the student's speciality.

Escuela Militar "Bernardo O'Higgins" (Bernardo O'Higgins Military School) in Santiago offers training for military personnel. For admission to the general course, which corresponds to the upper secondary school program, students must be between 14 and 17 years of age and must have completed the third year of the lower secondary school program. When they graduate, they receive the *cadete bachiller en humanidades* (cadet certificate). The school also offers one additional year of training in either administration or military field service, and at the end of this year a commission is granted in the regular army or the reserve.

Escuela Naval "Arturo Prat" (Arturo Prat Naval School) is a residential school offering programs of upper secondary education to train personnel for the National Navy. Admission is granted by competitive examination to applicants 16 and 17 years of age, who have completed at least the third year of secondary school. For preparation of naval officers the school offers the following programs: a 5-year *curso ejecutivo* (executive course), a 2-year *curso de administración naval* (naval administration course), and a 2-year *curso de la marina mercante* (merchant marine course). By Government decree, the sixth year of the *liceo* program is equivalent to the Naval School's third year of the 5-year executive course. At the end of this third year, the students receive the *licencia secundaria naval* (secondary school naval certificate), which qualifies them to take the *bachillerato* examination, if they so desire. Graduates of the executive and administration courses, upon receiving their commissions, must take a 1-year tour of instruction. Merchant marine graduates receive the title of engineer or pilot and a commission in the Navy Reserve.

Higher Education

The 1931 Organic Law of University Education governs Chilean higher education in public and private institutions. Their control is the responsibility of the University of Chile and the State Technical University, and the Rector and the University Council (*Consejo Universitario*) of each of these two universities exercise direction.

In each case, members of the Council from the University itself are the Rector, the Secretary General of the University; and the Faculty

Deans, Presidents of Faculty Councils, and Directors of Schools and Institutes. The Minister of Public Education is Chairman of each Council. Certain other representatives of the Ministry and representatives of the President of Chile also sit on each Council. In the case of the State Technical University, its Council members additionally include the Deans of the Faculties of Mathematics and Physical Sciences of the University of Chile.

The universities are organized into faculties (departments), and each faculty is composed of schools and institutes, or centers. The schools may be at the higher education level and thus grant university titles such as doctor, engineer, and lawyer; or may be *escuelas anexas* (annexed schools), whose main objective is to train adults and skilled workers and whose titles or certificates are not necessarily at the higher education level.

University of Chile

The largest University in the country, the University of Chile, is one of the best in Latin America. It has branches in Antofagasta, Arica, La Serena, Temuco, and Valparaíso. It and the Pontifical Catholic University of Chile in Santiago are the only Chilean institutions authorized to confer certain advanced degrees and professional titles requiring Government approval, such as those in dentistry, education, law, and medicine. The University of Chile organizes and controls the programs and examinations for these degrees.

The University consists of 12 faculties, 37 schools, and 50 research institutes. Although practically autonomous, the faculties have their policies and activities coordinated by the University Council.

One of the main units of the University of Chile is the *Instituto de Educación* (Institute of Education) formerly known as *Instituto de Pedagogía e Investigaciones*, founded in 1956. It consists of 12 departments, one for each subject taught in the *liceo* and one for pedagogy and professional education. Reorganized and placed under the Faculty of Philosophy and Education of the University of Chile in 1960, the Institute has for its main function the preparation of educational research specialists and secondary school teachers. It offers 5 years of study for the title of *profesor de estado* (State teacher) in a given specialty.

The Institute's 1960 enrollment was 2,404 full-time and 113 part-time students.

The University of Chile has organized a system of *colegios regionales* (regional junior colleges), similar to U.S. junior colleges, and offering secondary school graduates a 2-year terminal training program to

prepare technicians and administrators in agriculture, commerce and industry. For those who wish to go on to higher education studies, a 2-year program of general education in the basic subjects has been proposed. The first regional junior college, created in 1959, started functioning at Temuco in 1960 and at La Serena in 1961.

University admission in Chile is highly competitive. The Organic Statute of Education states that the University Faculty Board may regulate the number of applicants seeking admission. The diploma of *bachillerato en humanidades* (bachelor of humanities), conferred after examination by the University Faculty of Philosophy and Education upon holders of the *licencia secundaria* (secondary school certificate), is required for admission. The applicant's scholastic record, health certificate, and personal references are also taken into consideration for registration purposes.

According to new regulations approved in 1960,[9] the *bachillerato* (entrance examination) is administered in January and in July. Examinees who fail the first attempt may try a second time. Under these new regulations, the examinee cannot again take the examination after three failures. Candidates may retake the examination once to raise their scores. The University of Chile's *bachillerato* is accepted by all other Chilean universities. The *bachillerato* may be taken in biology, letters, or mathematics; and by passing the necessary examinations, a student may be awarded it in more than one of these fields.

Before 1960, normal school graduates could take the *bachillerato* in physical education only, but since then they have been allowed to take it in any field.

Students from foreign countries with which Chile has reciprocal agreements concerning university admission and credit transfer are required to present official certificates or diplomas of work completed in their countries. Graduates from college-level preprofessional schools in the United States and Peru seeking admission to the University of Chile are considered to be at the same level as Chilean secondary school graduates. Generally, students from other Latin American countries are admitted to the University of Chile on the same basis as to the national or State universities of their own countries.

The following secondary schools are attached to the University of Chile: *Escuela de Canteros* (Masonry School), *Instituto Secundario* (Secondary School Institute), and *Liceo "Manuel de Salas"* (Manuel de Salas Secondary School). Certain departments of the *Escuela de Artes Aplicadas* (School of Applied Arts), *Escuela de Bellas Artes*

[9] Decree No. 13036, September 29, 1960, permits a better appraisal than formerly of the student's school work and a more objective and precise report on his personality. *Año Pedagógico 1960*, p. 37.

(School of Fine Arts), and *Conservatorio Nacional de Música* (National Conservatory of Music) offer some programs at the secondary school level.

The university year begins in March or April and ends in November or December, with a 3-week winter vacation in July. The grading system is from "0" to "7" with "4" as the passing grade.

Tuition fees vary with the faculties; a nominal fee ranging from five to ten dollars is paid once a year. Needy students may apply for exemption from this fee.

State Technical University

Besides training students for jobs as technicians and engineers in industry, State Technical University (*Universidad Técnica del Estado*) also trains students for jobs as teachers in secondary-level technical-vocational institutions.

Private Universities

Chile's five private universities may organize their faculties, laboratories, and libraries, but all instruction leading to university degrees must conform to the curriculum and syllabuses approved by the University Council (*Consejo Universitario*).[10] The equivalence of their degrees—such as those for architect, civil engineer, secondary school teacher, and the like—with corresponding degrees conferred by the University of Chile has been established by law.

The organization of Federico Santa María Technical University resembles that of a German technical school, and the organization and program of the University of Concepción reflect some aspects of the university systems of the United States.

[10] Nondegree instruction does not have to conform.

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Table 2.—Titles or degrees awarded by the universities and number of years of study required for each, by university and faculty: 1960

University	Faculty, School, or Institute	Title or Degree	Number of Years of Study
Pontificia Universidad Católica de Chile (Pontifical Catholic University of Chile)	*Agronomía* (Agriculture)	*Ingeniero Agrónomo* (Agricultural Engineer)	5
Do	*Arquitectura y Bellas Artes* (Architecture and Fine Arts).	*Arquitecto* (Architect)	5
		Licenciado en Arte [1] (Licentiate in Arts)	4
Do	*Ciencias Económicas y Sociales* (Economic and Social Sciences).	*Ingeniero Comercial* (Commercial Engineer)	5
		Licenciado en Sociología (Licentiate in Sociology).	5
Do	*Ciencias Físicas y Matemáticas* (Physical and Mathematical Sciences).	*Ingeniero* (Engineer)	6
Do	*Ciencias Jurídicas, Políticas y Sociales* (Juridical, Political, and Social Sciences).	*Asistente Social* (Social Worker)	4
		Licenciado en Derecho (Licentiate in Law)	5
Do	*Filosofía y Ciencias de la Educación* (Philosophy and Educational Sciences).	*Consejero Educacional y Vocacional* (Educational and Vocational Counselor).	2
		Licenciado Normalista (Normal School Teacher).	6
		Profesor (Teacher)	5
		Psicólogo y Orientador Escolar (Psychologist and School Counselor).	5

Do	*Instituto de Educación Familiar* (Institute of Family Living).	*Educadora Familiar* (Teacher of Family Living).	4
	Instituto Femenino de Estudios Superiores y Prácticas) (Institute of Higher and Practical Studies for Women).	*Auxiliar de Oficina* (Office Assistant)	2
		Diseñadora Industrial (Industrial Designer)	3
Do	*Medicina y Ciencias Biológicas* (Medicine and Biological Sciences).	*Enfermera* (Nurse)	4
		Licenciado en Ciencias Biológicas (Licentiate in Biological Sciences).	4
		Licenciado en Medicina (Licentiate in Medicine)	7
Do	*Sagrada Teología* (Theology)	*Bachiller en Sagrada Teología* (Bachelor in Theology).	2
		Doctor en Sagrada Teología (Doctor in Theology).	[2] 1
		Licenciado en Sagrada Teología (Licentiate in Theology).	[2] 2
	Tecnología (Technology)	*Constructor Civil* (Public Works Builder)	5
		Licenciado en Electricidad Industrial o Química (Licentiate in Industrial Electricity or Chemistry).	5
Universidad Austral de Chile (Southern University of Chile)	*Bellas Artes* (Fine Arts)	*Profesor de Estado en Artes Plásticas y Caligrafía* (State Teacher of Plastic Arts and Penmanship).	3
Do	*Ciencias Agrarias* (Agricultural Sciences).	*Ingeniero Agrario* (Agricultural Engineer)	5
Do	*Estudios Generales* (General Studies)	*Licenciado* (Licentiate) [3]	5

See footnotes at end of table.

Table 2.—Titles or degrees awarded by the universities and number of years of study required for each, by university and faculty: 1960—Continued

University	Faculty, School, or Institute	Title or Degree	Number of Years of Study
Universidad Austral de Chile (Southern University of Chile)—Continued	*Filosofía y Educación* (Philosophy and Education).	*Profesor de Estado para Segunda Enseñanza*[4] (State Secondary School Teacher).	5
Do	*Ingeniería Forestal* (Forest Engineering).	*Ingeniero Forestal* (Forest Engineer)	5
Do	*Medicina* (Medicine)	*Médico Cirujano* (Physician-Surgeon)	7
Do	*Medicina Veterinaria* (Veterinary Medicine).	*Médico Veterinario* (Veterinary Doctor)	5
Universidad Católica de Valparaíso (Catholic University of Valparaíso)	*Arquitectura y Urbanismo* (Architecture and City Planning).	*Arquitecto* (Architect)	5
Do	*Ciencias Físicas y Matemáticas* (Physical and Mathematical Sciences).	*Ingeniero Químico* (Chemical Engineer)	6
Do	*Ciencias Jurídicas y Sociales* (Juridical and Social Sciences).	*Asistente Social* (Social Worker)	4
		Licenciado en Ciencias Jurídicas y Sociales (Licentiate in Juridical and Social Sciences).	6
		Visitadora Social (Social Worker)	4

Do	*Comercio y Ciencias Económicas* (Business and Commercial Sciences).	*Contador General* (General Accountant)	4
		Licendiado en Comercio y Ciencias (Licentiate in Commerce and Commercial Sciences).	[5] 1
Do	*Filosofía y Educación* (Philosophy and Education).	*Orientador Educacional* (Educational Counselor).	[5] 2
		Profesor de Biología y Química, Educación Cívica, Geografía, Historia, o Matemáticas y Física (Teacher of Biology and Chemistry, Civics, Geography, History, or Mathematics and Physics).	5
		Profesor Secundario [6] (Secondary School Teacher).	5
Do	*Instituto de Técnicos*	*Constructor Civil* (Public Works Builder)	4
		Técnico (Technician) [7]	4
Universidad de Concepción (University of Concepción)	Agronomía (Agriculture)	*Ingeniero Agrónomo* (Agricultural Engineer)	5
Do	*Ciencias Jurídcas y Sociales* (Juridical and Social Sciences).	*Asistente Social* (Social Worker)	4
		Ingeniero Comercial (Commercial Engineer)	5
		Licenciado en Administración Pública (Licentiate in Public Administration).	4
		Licenciado en Ciencias Jurídicas y Sociales (Licentiate in Juridical and Social Sciences).	5
		Periodista (Journalist)	3
Do	*Escuela de Teatro* (Theater School)	*Actor, Escenógrafo, Director* (Actor, Scenery Specialist, Director).	3

See footnotes at end of table.

Table 2.—Titles or degrees awarded by the universities and number of years of study required for each, by university and faculty: 1960—Continued

University	Faculty, School, or Institute	Title or Degree	Number of Years of Study
Universidad de Concepción (University of Concepción)—Continued	*Filosofía y Letras* (Philosophy and Letters).	*Licenciado en Filosofía* (Licentiate in Philosophy).	4
		Profesor de Enseñanza Secundaria [8] (Secondary School Teacher).	5
Do	*Ingeniería* (Engineering)	*Dibujante Técnico* [9] (Technical Illustrator)	4
		Ingeniero Mecánico (Mechanical Engineer)	6
		Ingeniero Químico (Chemical Engineer)	6
		Técnico Electrónico Industrial (Industrial Electronic Technician).	4
Do	*Institutos Centrales de Biológia, Física, Matemáticas, y Química* (Central Institutes of Biology, Physics, Mathematics, and Chemistry).	*Licenciado* (Licentiate) [10]	4
Do	*Medicina* (Medicine)	*Enfermera Universitaria* (University Nurse)	4
		Licenciado en Medicina (Licentiate in Medicine).	7
Do	*Odonotología* (Dentistry)	*Cirujano Dentista* (Dental Surgeon)	5
Do	*Química y Farmacia* (Chemistry and Pharmacy).	*Licenciado en Bioquímica* (Licentiate in Biochemistry).	5
		Químico Farmacéutico (Chemist-Pharmacist)	5

Universidad de Chile (University of Chile)	*Agronomía* (Agriculture)	*Ingeniero Agrónomo* (Agricultural Engineer)	5
		Ingeniero Forestal (Forest Engineer)	5
		Práctico Agrícola Especializado[11] (Skilled Agricultural Specialist).	[12] 1
Do	*Arquitectura* (Architecture)	*Arquitecto* (Architect)	6
Do	*Bellas Artes* (Fine Arts)	*Artífice y Ceramista* (Craftsman and Ceramist)	4
		Decorador de Interiores (Interior Decorator)	4
		Licenciado en Artes Aplicadas (Licentiate in Applied Arts).	4
		Licenciado en Bellas Artes (Licentiate in Fine Arts).	6
		Profesor de Estado[13] (State Teacher)	4
		Profesor de Estado en Artes Plásticas (State Teacher in Plastic Arts).	3
Do	*Ciencias Económicas* (Economic Sciences).	*Contador Auditor* (Accountant-Auditor)	4
		Especialista (Specialist)[14]	[15] 2
		Ingeniero Comercial (Business Engineer)	5
		Licenciado en Ciencias Económicas (Licentiate in Economic Sciences).	5
Do	*Ciencias Físicas y Matemáticas* (Physical and Mathematical Sciences).	*Constructor Civil* (Public Works Builder)	5
		Físico (Physicist)	5
		Geólogo (Geologist)	5
		Ingeniero Civil (Civil Engineer)	6
		Ingeniero Civil Electricista (Civil Electrical Engineer).	6
		Ingeniero Civil Industrial (Civil Industrial Engineer).	6
		Ingeniero Civil de Minas (Civil Mining Engineer).	6

EDUCATIONAL LEVELS

See footnotes at end of table.

Table 2.—Titles or degrees awarded by the universities and number of years of study required for each, by university and faculty: 1960—Continued

University	Faculty, School, or Institute	Title or Degree	Number of Years of Study
Universidad de Chile (University of Chile)—Continued	*Ciencias Jurídicas y Sociales* (Legal and Social Sciences).	*Asistente Social* (Social Worker)	4
		Diplomado en Ciencias Políticas y Administrativas (Graduate in Political and Administrative Sciences).	2
		Licenciado en Ciencias Jurídicas y Sociales. (Licentiate in Juridical and Social Sciences).	5
		Licenciado en Ciencias Políticas y Administrativas [16] (Licentiate in Political and Administrative Sciences).	4
Do	*Ciencias Pecuarias y Medicina Veterinaria* (Animal Husbandry and Veterinary Medicine).	*Licenciado en Medicina Veterinaria* (Licentiate in Veterinary Medicine).	5
		Médico-Veterinario (Veterinary Doctor)	5
		Médico-Veterinario Graduado en Ciencias Pecuarias (Graduate Veterinary Doctor in Animal Husbandry).	[17]1
Do	*Ciencias y Artes Musicales* (Sciences and Musical Arts).	*Licenciado* (Licentiate) [18]	4–5
		Profesor (Teacher) [19]	4–5
		Profesor de Estado de Educación Musical (State Teacher of Music).	5

Do	*Filosofía y Educación* (Philosophy and Education).	*Bibliotecario* (Librarian)	3
		Biólogo Marino (Marine Biologist)	5
		Doctor en Filosofía (Doctor in Philosophy)	[20] 1½–2
		Educadora de Párvulos (Kindergarten Teacher)	3
		Geógrafo (Geographer)	[20] 3
		Kinesiólogo (Kinesiologist)	4
		Licenciado en Filosofía [21] (Licentiate in Philosophy).	5
		Periodista (Journalist)	3
		Profesor de Estado (State Teacher) [22]	4–5
		Psicólogo (Psychologist)	5
		Sociólogo (Sociologist)	5
Do	*Instituto de Teatro* (Theater Institute).	*Actor, Director, Técnico* (Actor, Director, Technician).	3
Do	*Medicina* (Medicine)	*Enfermera Hospitalaria* (Hospital Nurse)	3–4
		Licenciado en Medicina (Licentiate in Medicine).	7
		Matrona (Midwife)	3
		Médico-Cirujano (Physician-Surgeon)	7
Do	*Odontología* (Dentistry)	*Cirujano-Dentista* (Dental Surgeon)	5
Do	*Química y Farmacia* (Chemistry and Pharmacy).	*Bioquímico* (Biochemist)	5
		Químico (Chemist)	5
		Químico Farmacéutico (Pharmaceutical Chemist).	5

See footnotes at end of table.

Table 2.—Titles or degrees awarded by the universities and number of years of study required for each, by university and faculty: 1968—Continued

University	Faculty, School, or Institute	Title or Degree	Number of Years of Study
Universidad Técnica del Estado [2] (State Technical University)	*Escuela de Ingenieros Industriales* (School of Industrial Engineers).	*Ingeniero Industrial* [2] (Industrial Engineer)...	[2] 3
Do	*Escuela de Técnicos Industriales* (School of Industrial Technicians).	*Técnico Industrial* [2] (Industrial Technician)...	3
Do	*Instituto Pedagógico Técnico* (Technical Pedagogical Institute).	*Catedrático Universitario Técnico* (Technical University Professor).	[2] 1–2
		Profesor de Enseñanza Comercial [2] (Teacher of Commercial Subjects).	4
Universidad Técnica Federico Santa María (Federico Santa María Technical University)	*Construcción* (Construction).....	*Constructor Civil* (Public Works Builder).....	4
		Ingeniero Constructor (Construction Engineer).	6
		Ingeniero en Maderas y Plásticos (Engineer in Woods and Plastics).	6
		Técnico en Maderas y Plásticos (Technician in Woods and Plastics).	4
Do	*Electrónica* (Electronics).....	*Ingeniero Electricista* (Electrical Engineer).....	6
		Ingeniero Electrónico (Electronics Engineer)...	6
		Técnico Electricista (Electrical Technician).....	4
Do	*Escuela de Técnicos Decoradores Muebliatas* (School of Technical Furniture Decorators).	*Técnico Decorador* (Technical Decorator).....	4
		Técnico Decorador Mueblista (Technical Furniture Decorator).	4

Do	*Mecánica* (Mechanics)	*Ingeniero Mecánico* (Mechanical Engineer)	6
		Técnico Mecánico (Mechanical Technician)	4
Do	*Química*	*Doctor en Ingeniería* (Doctor in Engineering)	[29] 2
		Ingeniero Químico (Chemical Engineer)	6
		Técnico Químico (Chemical Technician)	4

[1] In graphic arts, industrial design, sculpture, history of art, painting.
[2] Postgraduate study.
[3] In anatomy, biology, botany, chemistry, geography, geology, mathematics, microbiology, philology, philosophy, physics, physiology, zoology.
[4] In biology and chemistry, physics and mathematics, Spanish.
[5] Postgraduate study.
[6] In English, French, Latin, philosophy, Spanish.
[7] In agriculture, electricity, electronics, fishery, mechanics.
[8] In biology and chemistry, English, French, history, mathematics and physics, Spanish.
[9] Structural or mechanical.
[10] In biology, chemistry, mathematics, physics.
[11] In tree culture, vine culture, and small industry.
[12] Postgraduate study.
[13] In interior decorating and handicrafts.
[14] In administration, economics.
[15] Postgraduate study.
[16] In customs, general public, social, and State financial administration; foreign service.
[17] Postgraduate study.
[18] In composition, general musical theory, harmony, history of music (and dancing and opera), musical interpretation (of dancing, a particular musical instrument, opera, singing), psychology applied to music.
[19] In solfeggio, theory, a particular musical instrument.
[20] Postgraduate study.
[21] In biology, chemistry, education, English, French, German, history and geography, Italian, marine biology, mathematics, philosophy, psychology, Spanish.
[22] *Four years:* In food and home education (group feeding, hygiene), physical education (athletics, basketball, football, swimming); *5 years:* In biology, biology and chemistry, chemistry, English, French, German, handicrafts, history (and civics and geography), interior decorating, Italian, mathematics, mathematics and physics, music, philosophy, plastic arts, psychology, Spanish.
[23] Also offers secondary-level courses.
[24] In electricity, industrial chemistry, mechanics, metallurgy, mining.
[25] Postgraduate study.
[26] In various fields; for example, cabinet-making, electricity, industrial chemistry.
[27] Postgraduate study.
[28] Such subjects as bookkeeping and commercial practice, chemistry and marketing.
[29] Postgraduate study.

SOURCE OF DATA: Pan American Union. *Lista Provisional de Títulos que Otorgan las Instituciones de Enseñanza Superior del Chile*, p. 14–17. (For bibliographical details see item in part V, Selected References, of the present publication.

Table 3.—Enrollment at the University of Chile, by faculty and year; and percent which each faculty's enrollment constitutes of the total enrollment: 1960

[— indicates no figures given in source]

Faculty	Total		Year					
	Number	Percent	First	Second	Third	Fourth	Fifth	Sixth
1	2	3	4	5	6	7	8	9
Total	**12,311**	**100.0**	**4,170**	**2,578**	**2,090**	**1,733**	**1,294**	**302**
Accounting	69	0.6	26	13	18	12	—	—
Agriculture	255	2.1	58	86	35	47	29	—
Applied Arts	127	1.0	36	36	33	22	—	—
Architecture								
Santiago	306	2.5	92	49	38	34	63	30
Valparaíso	61	0.5	28	10	13	10	—	—
Chemistry and Pharmacy	390	3.2	178	72	62	41	37	—
Civil Engineering	314	2.6	172	31	23	42	46	—
Dentistry								
Santiago	499	4.1	125	77	85	93	119	—
Valparaíso	100	0.8	44	20	14	11	11	—
Economics								
Santiago	419	3.4	140	65	90	71	53	—
Valparaíso	64	0.5	53	11	—	—	—	—
Engineering	1,184	9.6	410	201	218	128	124	103
Fine Arts	220	1.8	81	82	46	3	6	2
Forestry	58	0.5	25	12	17	4	—	—
Geology	123	1.0	46	16	23	25	13	—
Journalism	160	1.3	60	47	28	25	—	—
Law								
Santiago	1,363	11.1	442	287	199	250	205	—
Valparaíso	207	1.7	84	52	31	28	12	—
Medicine [1]	[2] 1,153	9.4	188	179	141	176	173	152
Nursing								
Santiago	99	0.8	33	22	25	19	—	—
Valparaíso	39	0.3	18	7	11	3	—	—
Obstetrics and child care								
Santiago	128	1.0	35	37	56	—	—	—
Valparaíso	41	0.3	9	11	21	—	—	—
Political Science and Administration	610	4.9	278	151	108	73	—	—
Physics	22	0.2	15	5	—	2	—	—
Preprimary Teacher Education	91	0.7	34	29	28	—	—	—
Social Service								
Santiago	136	1.9	48	35	23	30	—	—
Valparaíso	98	0.8	34	34	17	13	—	—
Sociology	56	0.5	31	15	10	—	—	—
Veterinary	310	2.5	97	67	49	47	35	15
Institute of Education								
Santiago	2,366	19.2	698	618	410	310	330	—
Valparaíso	360	2.9	161	56	52	53	38	—
Institute of Physical Education	461	3.7	107	104	111	139	—	—
National Conservatory of Music	79	0.6	33	23	16	7	—	—
North Zone, University Center	168	1.4	76	38	39	15	—	—
Regional College of Temuco	175	1.4	175	—	—	—	—	—

[1] This Faculty has a seventh year.
[2] Including 144 enrolled in the seventh year.

SOURCE OF DATA: Translated and adapted from *Año Pedagógico, 1960.*

Table 4.—Selected data on the seven universities of Chile: 1960

[— indicates no figures given in source]

University	Location	Date founded	Control	Enrollment	Graduates
Pontificia Universidad Católica de Chile (Pontifical Catholic University of Chile).	Santiago	1888	Private	3, 528	242
Universidad Austral de Chile (Southern University of Chile)	Valdivia	1954	Private	419	—
Universidad Católica de Valparaíso [1] (Catholic University of Valparaíso).	Valparaíso	1928	Private	2, 014	73
Universidad de Concepción (University of Concepción)	Concepción	1919	Private	3, 111	111
Universidad de Chile (University of Chile)	Santiago	1842	State	12, 311	1, 448
Universidad Técnica del Estado (State Technical University)	Santiago	1952	State	[3] 2, 994	—
Universidad Técnica Federico Santa María (Federico Santa María Technical University).	Valparaíso	1926	Private [2]	286	34

[1] Including branch in Antofagasta, commonly known as *Universidad del Norte* (Northern University).

[2] No tuition charged.

[3] Not including 1,512 students in technical extension courses and 3,825 in the secondary and vocational secondary schools attached to the University.

SOURCE OF DATA: *Año Pedagógico 1960.*

Centers and Schools Cosponsored by International Organizations

Cosponsored by the Government of Chile and various international organizations, five centers or schools function under the University of Chile.

Centro Interamericano de Enseñanza de Estadística Económica y Financiera (Interamerican Center of Economic and Financial Statistics), Santiago, initiated in 1952 by the Inter-American Statistical Institute, the Government, and the University of Chile, offers a 1-year program of advanced training to statisticians or economists who hold a university degree in economic sciences or who have had a minimum of 4 years' research experience in a given field.

Centro Latinoamericano de Demografía (Latin American Center of Demography), established in 1958 under an agreement between the Government and the University of Chile and the Economic and Social Council of the United Nations, gives 2-year programs on the techniques and analysis of statistical study of populations to prepare specialists for the Latin American countries. Applicants must be professionals engaged in research, educational planning, or statistical work in demography, sociology, or economics.

Centro Latinoamericano de Formación de Especialistas de Educación (Latin American Center for Preparation of Specialists in Education) was created in 1958 by the Government, the University of Chile, and UNESCO to train education specialists for Latin America at the higher education level. For admission to the 1-year program, the applicant must hold a university degree in education or the title of *profesor normalista* (teacher of normal training school) and must have 5 years of teaching experience or hold a responsible educational position in his country.

Escuela de Estudios Económicas Latinoamericanos para Graduados (Graduate School of Latin American Economic Studies), under the auspices of the University of Chile and the Rockefeller Foundation, offers a 2-year graduate program to economists and administrators. For admission, candidates must hold the licentiate degree in either economic or administrative studies.

Facultad Latinoamericana de Ciencias Sociales (Latin American Faculty of Social Sciences), Santiago, under the sponsorship of UNESCO and the Government of Chile, was founded in 1957. It gives a 2-year program or advanced study to sociologists, professors of sociology, and graduates in social sciences or related subjects; and at the end of the period awards a diploma of competence.

Adult and Continuing Education

Chile has one of the lowest illiteracy rates in Latin America. In 1854, 87 percent of the Chilean population did not know how to read or write, but in 1960 only 20 percent [13] was recorded by the Chilean Government as illiterate. A striking difference exists between the extent of illiteracy in urban areas and that in rural areas. According to a Government report on adult education, illiteracy in the latter areas averages over 40 percent and rises as high as 80 percent in the more remote parts of those areas.

The Government of Chile not only has recognized the social desirability of eradicating illiteracy, but also has shown an awareness that educational improvement at all levels will assist in raising living standards of the country as a whole. Through its sections of elementary education for adults, special education, and fundamental education, and through civic groups of adult education and traveling schools the Ministry of Education's Adult Education Department carries out various projects to develop human resources and eliminate illiteracy.

One of the most vital organizations in the struggle against illiteracy and in the training of rural youth is the *Instituto de Educación Rural* (Institute of Rural Education), known as the IER. Founded in 1955, it is financed by the Government of Chile, the U.S. Government, UNESCO, Catholic Charities of Chile, and certain North American corporations. It consists of 12 training centers providing rural youth with concentrated 3-month courses in basic agriculture, environmental sanitation, home industries, hygiene, and literacy. Two of the centers give 6 months of preservice training for persons who will become rural development workers. The IER is planning to organize five new centers and to increase the length and depth of the training courses.

The IER operates a radio school whose students come not only from Chile but also from Argentina, Bolivia, Peru, and Uruguay. This school is connected with more than 50 broadcasting stations that transmit weekly programs to over 1,300 Chilean rural schools having an enrollment of over 82,000. The IER supplies these schools with radio receiving sets and teaching materials and it publishes a monthly magazine, *Surco y Semilla* (Furrow and Seed), distributing 10,000 copies to rural homes. It also publishes leaflets and other materials to keep citizens informed of scientific and social changes.

Evening schools for adults aim to abolish illiteracy and develop technical and professional skills. These schools give basic courses

[13] *Bases Generales para el Planeamiento de la Educación Chilena*, p. 52, table 7. (For bibliographical details see part V.)

in literacy and technical courses in carpentry, dressmaking, electricity, home crafts, and the like. The work of the evening schools is supplemented by traveling schools and traveling teams for popular culture, manned by volunteer teachers and students.

Several institutions of higher education also provide adult and fundamental education programs. The University of Chile through the *Universidad Popular "Valentín Letelier"* provides 2- to 3-year courses in air-conditioning, business, electricity, hair dressing, mechanics, and humanities. The University of Concepción provides assistance to a fundamental education program for the rural population, particularly in the provinces from Maule to the South. This program is coordinated with and complements the one carried out by the Ministry of Education.

In 1960, the University of Chile and the two Catholic universities initiated educational programs by television.

Part III

Trends and Developments

CHILE'S EDUCATIONAL SYSTEM is going through a process of reorientation, experimentation, and change. The country has a notable program of school experimentation at the elementary and secondary levels. Experimental schools have been disseminating new ideas and practices, permitting differentiation and flexibility in the programs, and introducing elective vocational subjects, guidance services, and student activities.

One of these programs is the 10-year experimental *Plan de Integración Educacional de Arica* (Arica Plan of Educational Integration), initiated in 1961. Its main feature is that all pupils who complete the sixth grade will enter the 3-year *ciclo medio* (intermediate cycle—grades 7, 8, and 9), which is comparable to the junior high school in the United States. After completing the ninth grade, pupils may enter the final cycle (grades 10, 11, and 12), comparable to the U.S. senior high school.

At the higher education level, the University of Chile plans to continue to establish regional or junior colleges in the various provinces. From 1952 through 1960 it also established four *escuelas para postgraduados* (graduate schools) which admit students already possessing a university degree. The Graduate School of Medicine of the Faculty of Medicine offers 2-year courses to doctors not over 32 years of age. Applicants must be full-time students. After a student has completed the program and has successfully practiced for 2 years in a specific field, he is awarded the title of *especialista* (specialist) in that field. The graduate school also offers improvement and information courses, seminars, and extension courses in medicine and related fields. The Graduate Schools of Engineering, Chemistry and Pharmacy, and Dentistry offer 1- to 2-month courses for professionals in these fields and give a certificate of attendance.

The *Consejo Interuniversitario Regional* (University Regional Council) was founded in 1958 by the Universities of Chile, Buenos Aires, and Uruguay to promote the study of "Latin American cultural problems and their integration in the international field." The office of the counselor-secretary of the Council is located at the University of

Chile. In 1959, the Univerity of San Marcos joined the organization and the University of Concepción's application for membership was approved in the same year. Seminars have been held in Buenos Aires, Montevideo, and Santiago, and the Council has approved an exchange of professors among the five member universities and the establishment of a chair on American problems in each of them.

In 1958, the Tenth General Conference of UNESCO approved a pilot project at the University of Concepción for all institutions of higher education in the Western Hemisphere. This project has organized four central teaching institutes, independent of university faculties, for the study of basic sciences. The institutes will be equipped with a central library, laboratories, and other facilities to be used also by the university's pertinent faculties and schools. Each institute will have as its head a director to coordinate teaching and research activities and represent it before the University Council. All personnel will be full-time. Holders of the *bachillerato* are eligible for admission. Students already enrolled in other faculties may take courses in the institutes.

In 1960, with the assistance of the U.S. Government and the University of Pittsburgh, the University of Federico Santa María established an *Escuela de Graduados* (Graduate School) in the Faculty of Chemical Engineering. Professors from the University of Pittsburgh are members of the staff and are helping to organize the school. The title of *ingeniero químico* (chemical engineer) is required for admission to the Graduate School. The program is 2 years in length for the title of *doctor en ingeniería* (doctor of engineering). The University of Pittsburgh considers this title as equivalent to its doctor of science in engineering. If they wish, students in the Federico Santa María graduate school may transfer for certain courses at the University of Pittsburgh.

The University of Federico Santa María was planning to introduce in 1962 a 1-year basic preprofessional course which would be common to all its engineering and technical programs.

Part IV

Glossary of Spanish Educational Terms

Spanish	English
Agente comercial y viajante	Business representative and traveling salesman
Auxiliar	Aide, assistant
—de campo	Farm aide
Bachillerato en humanidades	Bachelor in humanities [secondary school diploma]
Bueno	Good [on a school examination]
Cadete	Cadet
Certificado de estudios primarios	Certificate of elementary studies
Contador	Bookkeeper or accountant
Consejo de curso	Course [vocational] counseling
Consejo universitario	University Council
Director	School principal
Educadora de párvulos	Preschool teacher
Escuela	School, schoolhouse
—centralizada	Centralized school
—consolidada	Consolidated school
—de aplicación	Practice school
—de artes aplicadas	School of applied arts
—de Carabineros	[State] Police School
—de minas	School of mines
—de telegrafistas	School for telegraphers
—especial	Special education school
—experimental	Experimental school
—granja	Farm school
—hogar	Boarding school
—Nacional de Costura	National School of Dressmaking
—normal [1]	Teacher-training school
—para post-graduados	School for postgraduates
—primaria anexa [2]	Adjunct elementary school
—técnica elemental	Elementary technical [continuation] school
— —femenina	Technical school for girls
—unificada	Unified school

[1] Generally beyond elementary school and generally corresponding to secondary education.
[2] Attached to a *liceo*.

Spanish	English
Grado	Grade, year, or class; degree
Granjero	Farmer
Instituto	Institute
—pedagógico técnico	Technical pedagogical institute
Investigación	Research
Jardín infantil	Kindergarten
Jefa de taller	Shop forewoman
Laborante técnico	Laboratory technician
Licencia secundaria	Secondary school certificate or diploma
Licenciado normalista	Normal school graduate
Liceo	Secondary school
—común	General [classical] secondary school
—renovado	Reformed secondary school
Malo	Poor [on a school examination]
Más que regular	Above average [on a school examination]
Materia	Subject, subject matter, course
Menos que regular	Below average [on a school examination]
Muy bueno	Very good [on a school examination]
—malo	Very poor [on a school examination]
Pedagogía	Pedagogy, education
Plan común	Basic or general plan
—diferenciado	Specialization plan
—variable	Variable elective plan
Práctico agrícola	Skilled farmer
Profesor [3]	School teacher
—de educación primaria	Elementary school teacher
—de educación primaria parvularia	Preschool teacher
—de estado	State teacher
—guía [3]	Practice school teacher
—normalista	Normal training-school teacher
Rector	University president
Servicio social	Social service
Suficiente	Passing [on a school examination]
Técnico	Technician
—agrícola	Agricultural technician
—de minas	Mining technician
—industrial	Industrial technician
Título	Title, degree

[3] Usually on the secondary school level.

Part V

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